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ABSTRACT

This annotated bibliography lists print and nonprint resources on educating students with learning disabilities, with special emphasis on inclusive settings. Information provided for the 41 print resources includes bibliographic data, an abstract, and source--usually ERIC (Educational Resources Information Center) or commercial publishers. Specific materials available from the Learning Disabilities Association of America and the National Center for Learning Disabilities are also listed. Five journals and 10 video programs on learning disabilities are also listed. A list of publishers' addresses completes the bibliography. (DB)

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NICHCY Inclusion Bibliography

Educating Students with Learning Disabilities

According to the U.S. Department of Education's *Seventeenth Annual Report to Congress* (1995), more than 2.4 million children with learning disabilities (LD) received special education services in our nation's schools during the 1993-94 school year. For educators, understanding the special learning needs of a student with a learning disability plays a critical part in designing an appropriate educational program for that student and in providing needed educational and behavioral support. Information on the many instructional practices and accommodations that have proven effective with students with LD can also help educators maximize these students' possibilities of academic, social, and behavioral success.

Fortunately, much information on educating students with LD exists that can be of substantial help to general and special educators alike. This bibliography has been compiled to help all those involved in the education and support of children and youth with LD to identify some of the many resources that are available. While most of the resources listed herein do not focus exclusively on how to address the special needs of such students within a general education classroom, they *do* provide indepth information about learning disabilities and the accommodations and educational practices that can be effective with students who have such a disability. As such, these resources will be useful and appropriate for those concerned with educating these students within general education classrooms. Having several of these resources in a departmental, professional, or school library would offer teachers and administrators a ready source of information on learning disabilities.

We have emphasized resources that are written primarily for teachers, for these tend to be written with a teacher's daily classroom reality in mind, as well as their need for practical, as opposed to heavily theoretical, information. Annotated descriptions of these resources are provided to help readers select those materials most appropriate for their professional and personal needs and concerns.

While not exhaustive of the materials available, this bibliography can serve as a starting point for all those seeking answers, approaches, techniques, and understanding of the many issues associated with educating children and youth with learning disabilities.

Print Resources

Adelman, H.S., & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward.* Pacific Grove, CA: Brooks/Cole. (ISBN # 0534 187 560)

This book offers an overview and a context for understanding learning disabilities in a general education setting. An initial section offers perspectives for understanding the nature and scope of learning problems and learning disabilities. An overview of intervention is then presented, exploring each phase of the process, the types of programs offered from preschool through adulthood, approaches to assessment, and ideas for improving current practices. The third sec-

This bibliography is one of several available from NICHCY on the subject of educating students with specific disabilities. Also available, for those interested in inclusion (educating students with disabilities in general education settings)is NICHCY's ***News Digest*** called *Planning for Inclusion* (1995).

> ***ISBN Numbers and Product Numbers***
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> Many publishers prefer to reference books using their ISBN numbers or a publisher-assigned product number. When having such a number will help the publisher locate information on a book, we have listed the book's ISBN or the Product Number immediately after the reference citation.

tion focuses on specific ideas and procedures for personalizing instruction and providing remediation, emphasizing the importance of matching motivation and development, providing a comprehensive curriculum, and using a sequential and hierarchical approach to learning. Processes and problems involved in moving toward comprehensive practice and research are then discussed. The last section includes a specially prepared set of 20 readings providing a detailed look at learning disabilities, assessment, teaching, and the process of intervention as it relates to individuals and society. (480 pages) (ERIC: PB)

Ariel, A. (1992). *Education of children and adolescents with learning disabilities.* Columbus, OH: Merrill. (ISBN = 067 520 5441)

This text is intended for undergraduate and graduate students who are developing expertise in working with students with learning disabilities. It may also serve as a basic comprehensive reference source for special and general educators, school psychologists, counselors, and school administrators. The text provides an objective look at theories, curricula, teaching approaches, classroom management strategies, and materials applicable to students with LD. Throughout, anecdotal reports of a variety of real-life situations involving individuals with LD, from preschool to adulthood, are presented. Classroom teachers will be particularly interested in the fourth part, which is a how-to section on program implementation including descriptions of classroom setups and variables that contribute to an optimal learning environment. Techniques for the teaching of reading, written language, and mathematics are described. (543 pages)

Bender, W.N. (Ed.). (1993). *Learning disabilities: Best practices for professionals.* Boston: Allyn and Bacon.

This book is intended to help teachers, parents, and medical practitioners understand the current thinking on and practices in the field of LD. Part I describes the characteristics (medical, cognitive, social/emotional) typically associated with LD. Part II describes measurement procedures, including classroom-based assessment (which is essential for effective instructional programming), and the roles of team members. Part III is devoted to examining best practices, including behavioral management approaches to instruction, metacognitive instruction, and instruction in special problem areas (e.g., language, social skills, and attention). This part concludes with two chapters on vocational transition strategies and college instructional strategies. (334 pages) (*Editor's note:* A second edition of this book has recently become available. Its ISBN = is 020 5162 754.)

Bennerson, D., McIntosh, R., & Vaughn, S. (1991, April). *Increasing positive interpersonal interactions: A social intervention for students with learning disabilities in the regular classroom.* Paper presented at the annual conference of the Council for Exceptional Children, Atlanta, Georgia. (ERIC Document Reproduction Service No. ED 333 666)

This study evaluated two social skills interventions designed to increase the peer acceptance of six students (ages 10-12) with learning disabilities in regular classrooms. The students were instructed in two social skills strategies as well as in skills for working in small groups and leading group activities. Two mnemonic devices were used to facilitate the skills training: the FAST strategy and the SLAM strategy. The FAST strategy (Freeze and Think, Alternatives, Solution, Try It) aids in interpersonal problem solving. The SLAM strategy (Stop whatever you're doing, Look the person in the eye, Ask the person a question if you do not understand exactly what s/he means, Make an appropriate response to the person) enables students to accept and assimilate negative feedback and remarks by others. The SLAM strategy was practiced by the target students and presented to the class in the form of a rap song. Compared to a similar control classroom, results suggest modest intervention effects, with some increases in peer ratings of acceptance of the targeted students by their regular education peers. (ERIC: JDD)

Bley, N.S., & Thornton, C.A. (1995). *Teaching mathematics to students with learning disabilities* (3rd ed.). Austin, TX: Pro-Ed.

This practical and creative book is written for elementary teachers whose math classrooms could benefit from incorporating instructional activities designed to meet the needs of students with LD. The authors address the various reasons why certain students may have weaknesses in understanding specific concepts or processes and then follow up with alternative activities, many of which are diagrammed. The content includes: number and place value, the four basic operations, money and time, problem solving, ratio, proportions, fractions, percents, and computer use. The intent of the authors is to provide approaches and techniques to help students learn to compensate for their learning disabilities and to deal effectively with mathematics in academic and everyday situations. (480 pages)

CTY Publications and Resources, Johns Hopkins University. (n.d.) *The gifted learning disabled student.* Baltimore, MD: Author. (ERIC Document Reproduction Service No. ED 373 507)

This book provides readers with information on how to recognize and understand the gifted student who may have a learning disability, strategies and programs that can meet the needs of these students, and resources of additional help. The book compiles articles published in journals as well as chapters written expressly for the book. Definitions of LD and giftedness are provided, and practical considerations for teachers are discussed. Final sections look at (a) the possibility of college for the gifted student with LD, and (b) attention deficit disorder, which often accompanies or gets confused with LD and/or giftedness. (243 pages)

Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods* (2nd ed.). Denver, CO: Love.

This book describes an alternative instructional approach to educating adolescents with learning disabilities. The roles of teacher and student converge on teaching a broad array of strategies to empower students with LD to compete successfully in the content classroom, in postsecondary education, and in the world of work. The instructional ideas and recommendations presented have been refined through years of collaborative work between researchers and teachers and correspond closely with the major academic, social, and transitional demands that adolescents with LD encounter in secondary and postsecondary settings.

Chapter 1 presents a perspective on learning disabilities in adolescents. Chapter 2 initiates the discussion of teaching students to use learning strategies, a thematic thread that runs through the rest of the book. Subsequent chapters address: reading strategy instruction, writing strategy instruction, memory and test-taking strategies, notetaking strategy instruction, math instruction, social skills strategy instruction, strategic instruction in the content areas, and strategies for transition to postsecondary educational settings and to employment settings. The final chapter addresses collaborative teaming in the secondary school. (637 pages)

Dockrell, J., & McShane, J. (1993). *Children's learning difficulties: A cognitive approach.* Cambridge, MA: Blackwell. (ISBN = 06311 70170)

Under the heading "learning difficulties," the authors address the learning needs of two types of children: those whose difficulties arise because of mental retardation and those who experience difficulties because of specific learning disabilities. They present a three-part cognitive framework for understanding learning difficulties: the task, the child, and the environment. This framework is explained in detail, as is how learning difficulties might be assessed within the framework. Individual chapters describe the specific domains in which students often have

ERIC Documents

Some of the documents listed in this bibliography are available through the ERIC system. These documents are identifiable by the "ED" number that follows their citation — for example, ED 372 573.

If you have access to a university or library that has the ERIC collection on microfiche, you may be able to read and photocopy the document there. If not, contact: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400. Give EDRS the "ED" number; for a nominal fee, you will receive a copy of the document on microfiche or paper.

Obtaining the Books and Journal Articles That Interest You

Many of the documents listed in this bibliography are not available through the ERIC resource system. (These resources — typically, books and journal articles — will not have an "ED" number listed after their citation.)

To help you obtain the *books* that interest you, we've listed the addresses and telephone numbers of publishers at the end of this document. The publisher's name generally appears in the final position in the citation — to illustrate, it appears in **bold** in this example citation:

Five, C.L. (1992). *Special voices.* Portsmouth, NH: **Heinemann.**

Journal articles may be available at a local university or college, local library, or a local professional teachers' library, if the journal in question is part of that institution's collection. If not, you'll need to contact the journal publisher directly to inquire about their duplication policies. Some publishers handle this activity themselves; others will refer you to *University Microfilms International (UMI)* — located at 500 Sansome Street, Suite 400, San Francisco, CA 94111; telephone: 1-800-248-0360 — or to the *Copyright Clearance Center* — located at 222 Rosewood Drive, Danvers, MA 01923; telephone: (508) 750-8400.

difficulties: language, reading, and numbers (skills ranging from counting to mathemetical word problems). Theoretical foundations and cognitive models are presented for each of these domains, so that readers may understand what skills and subskills are involved in learning in each area. The book concludes with principles of intervention, which include identifying (a) what to teach (cognitive task analysis is explained), (b) what information processing requirements exist for the task, and (c) what students already know. (245 pages)

Gerber, A. (1993). *Language-related learning disabilities: Their nature and treatment.* Baltimore, MD: Paul H. Brookes.

This book is intended for graduate students in training to work with students with language-related learning disabilities, as well as general education teachers, special educators, speech-language pathologists, reading specialists, resource room teachers, and school psychologists interested in acquiring current information about language-related learning disabilities. The book provides information about the key theoretical concepts and major lines of research in the fields concerned with disabilities in learning and in language. Part I is devoted to providing a foundation of knowledge about normal processes related to language and learning: the nature of language and its acquisition, cognition and information processing, language and discourse processing, and language in the classroom. Part II discusses what the research has to say about the nature of learning disabilities: neuropsychological correlates of LD, linguistic correlates, and cognitive and psychosocial correlates. Part III addresses service delivery to students with language-related LD: assessing language abilities in school-age children, interdisciplinary language intervention in education, and preventing or reversing the failure cycle through intervention. (444 pages)

Guskey, T.R., Passaro, P.D., & Wheeler, W. (1995, Winter). Mastery learning in the regular classroom: Help for at-risk students with learning disabilities. *TEACHING Exceptional Children, 27*(2), 15-18.

Mastery learning offers a way for teachers to offer individualized instruction to students and to help more of their students be successful in learning. Practical implications of using the mastery learning approach are described, followed by evidence of its effectiveness. (ERIC: JDD)

Hammill, D.D., & Bartel, N.R. (1995). *Teaching students with learning and behavior problems: Managing mild-to-moderate difficulties in resource and inclusive settings* (6th ed.). Austin, TX: Pro-Ed.

This comprehensive and well-written text for classroom teachers meets the authors' intentions: (a) to succinctly review the roles and duties of teachers in the management of students with school-related problems, (b) to provide teachers with a series of discussions that focus on these

school-related difficulties (e.g., reading, spelling, arithmetic, handwriting, listening, speaking, and behavior), (c) to provide, along with these discussions, basic information regarding appropriate assessment techniques and instructional methods, and (d) to provide teachers with many suggestions for specific materials and sources. The book's breadth and indepth coverage of current theory and practice makes it a valuable ongoing resource to classroom teachers. (467 pages)

Harwell, J.M. (1989). *Complete learning disabilities handbook: Ready-to-use techniques for teaching learning handicapped students.* West Nyack, NY: Center for Applied Research in Education. (ISBN = 087 628 2397)

The practical help offered in this book is drawn from the author's 24 years of working with students with LD. An overview of LD is given first, followed by guidelines for identifying student needs and planning the IEP. Classroom management techniques are presented, including how to choose effective instructional materials and group students for instruction. Intervention suggestions are provided to help students with particular learning disabilities, including negative self-esteem, visual and auditory perceptual deficits, spatial awareness and conceptual deficits, poor memory, and ADHD. The author also addresses specific subject areas and provides sample lesson activities to help teachers develop students' reading, spelling, writing, math, and reference skills. Intervention with older students (grade 4 and up) is also explored. (206 pages)

Henley, M., Ramsey, R.S., & Algozzine, R. (1993). *Characteristics of and strategies for teaching students with mild disabilities.* Boston, MA: Allyn and Bacon.

This book is written for undergraduate and graduate students who are being trained to teach students with behavior disorders, mild mental retardation, and learning disabilities. Because most of these students spend the major part of their day in general education classrooms, this book should be helpful to general educators as well.

Part I provides an overview of special education (history, eligible disabilities, the IEP process, placement options) and of students with mild disabilities. More detailed information on the characteristics of these students (i.e., those with mild mental retardation, behavior disorders, or learning disabilities) is given in Part II. Mainstreaming is also discussed, as are learning and teaching (time variables; curriculum-based assessment; instructional models such as direct instruction, precision teaching, student-centered learning, learning strategies, and integrated teaching; learning styles; teacher communication skills; and testing and grading systems. Chapters on managing the classroom and building partnerships with families conclude this part. (416 pages) (*Editor's note:* A second edition of this book has recently become available. Its ISBN = is 020 519 0634.)

Hoover, J. J., & Patton, J.R. (1995). *Teaching students with learning problems to use study skills: A teacher's guide.* Austin, TX: Pro-Ed.

This book was written for regular, special and inclusive education teachers in grades K-12 who wish to develop or continue emphasizing an ongoing and integrated study skills program. Parents would also benefit, especially from the last chapter which stresses the importance of parental assistance in complementing the school study skills program. Twenty-five guides, checklists, and schedules to facilitate assessment, development, and use of study skills and strategies are included. Topics addressed include test taking, listening, note taking, time management, self-management, report writing, oral presentations, and reading rate. (119 pages)

Howard, J.B. (1994, Spring). Addressing needs through strengths: Five instructional practices for use with gifted/learning disabled students. *Journal of Secondary Gifted Education, 5*(3), 23-34.

This article describes five instructional strategies for use with gifted students with learning disabilities: (1) use of computer technology; (2) mnemonic (memory enhancing) techniques; (3) graphic organizers; (4) the integrative strategy instruction model; and (5) seminar instruction. (ERIC: DB)

Lerner, J. (1993). *Learning disabilities: Theories, diagnosis, and teaching strategies* (6th ed.). Boston, MA: Houghton Mifflin. (ISBN = 622255)

This book is written for undergraduate and graduate students taking an introductory course on learning disabilities, as well as for special educators, general educators, and other school personnel already working with individuals with LD. The book has four major sections. Part One presents an overview of the field of learning disabilities, including its history and its emerging directions, and discusses the definitions and characteristics of LD.

Part Two looks at the assessment-teaching process. Assessment is the focus of Chapter 3, with emphasis given to development of the IEP, while Chapter 4 examines clinical teaching and elements that contribute to its success, including the ongoing relationship between assessment and teaching. Chapter 5 focuses upon the various systems for delivering educational services: the continuum of alternative placements, least restrictive environment, resource room, and the general education classroom. The changing roles of LD teachers, the importance of collaboration, and the parent-school relationship are also discussed in this chapter.

Part Three addresses theoretical issues and expanding directions, including: basic psychological theories of LD; medical aspects of research, assessment, and treatment; specific problems of young children with disabilities; and issues associated with adolescents and adults with LD.

Part Four moves the discussion from theories to teaching strategies, with chapters organized by academic area. Each chapter has two sections. The first explains the theoretical framework for teaching that particular content area, and the second provides teachers with practical suggestions and methods. Chapters are devoted to: developmental and preacademic learning; oral language (listening and speaking); reading; written language (written expression, spelling, and handwriting); and mathematics. The final chapter addresses issues of social and emotional behavior, including how to help students develop social competencies, build self-esteem, and manage their behavior. (648 pages)

Leverett, R.G., & Diefendorf, A.O. (1992). Students with language deficiencies: Suggestions for frustrated teachers. *TEACHING Exceptional Children, 24*(4), 30-35.

This article is directed to resource room, special education, or general education teachers who are searching for methods to assist students with language deficiencies. The techniques discussed include marginal gloss, vocabulary guides, cued text, advance organizers, semantic webs, the language experience approach, and attribute/classification activities.

Levine, M. (1990). *Keeping a head in school: A student's book about learning abilities and learning disorders.* Cambridge, MA: Educators Publishing Service. (Catalog =2069)

This book, also available on cassette, is for adolescents with learning disorders. Included are learning strategies, such as concentration, language processing, memory skills, improving spatial and sequencing abilities, and grasping and processing concepts. Techniques for mastering reading, writing, spelling, and mathematics are detailed. The book concludes with suggestions for coping with the social side of school. (297 pages)

Levine, M. (1994). *Educational care: A system for understanding and helping children with learning problems at home and in school.* Cambridge, MA: Educators Publishing Service.

This book presents a phenomenological model based on clinical, educational, and research experience, a model favoring "informed observation and description over labeling," and seeks to help readers understand "the great heterogenity of children with disappointing school performance" (p. 2). It describes 26 common, observable phenomena, grouping them according to particular educational themes. The themes discussed are: weak attention controls, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor

Annotations from the ERIC System

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adaptation. Within each description, the effects of children's strengths are also considered, and suggestions are given for parents and teachers to help in the collaborative management of these students. This model represents a different way of looking at children's needs and disability and is intended "to influence the way in which adults think about children struggling with difficult personal profiles of strength and weakness that they did not select" (p. 9). (325 pages)

Lewis, M.E.B. (1993). *Thematic methods and strategies in learning disabilities: A textbook for practitioners.* San Diego, CA: Singular. (ISBN = 187 910 5950)

This book begins with an introduction to thematic curriculum, which uses general ideas (or themes) such as "Animals" or "Sports" to provide the structure for all skills to be presented, practiced, and reinforced. Its use with students who have learning disabilities is discussed in some detail, as are the characteristics of such students. The latter half of the book discusses how to design and implement a thematic curriculum and train staff to use this approach when working with students with LD. The book concludes with prototypes for monthly thematic units for a school year, and supplementary strategies and methods recommended for use with students with LD. (194 pages)

Linn, R.J., & Herr, D.E. (1992, February). Using proactive behavior management techniques to facilitate school success for students with learning disabilities. *Learning Disabilities, 3*(1), 29-34.

This articles focuses upon effective techniques for controlling the inappropriate behavior of students with learning disabilities in general and special education settings. Three alternative approaches are described: (a) techniques emphasizing preventative planning; (b) anticipatory response techniques (i.e., techniques involving teachers' anticipation of possible misbehavior and their readiness to respond); and (c) systematic interventions such as social reinforcement, activity reinforcement, level systems, or behavior contracts. Preventative planning techniques are emphasized, while the other techniques are briefly described.

Lovinger, S.L., Brandell, M.E., & Seestedt-Standord, L. (1991). *Language learning disabilities: A new and practical approach for those who work with children and their families.* New York: Continuum.

Written by a team of authors representing the disciplines of psychology, audiology, and speech pathology, this book provides a clear and comprehensive framework for understanding language learning disabilities. Specific chapters address auditory development, speech and language development, cognitive and emotional development, identification and evaluation, and treatment and intervention; however, the authors support an interdisciplinary approach which includes teachers and parents as an integral part of the remediation process. Included are practical suggestions for parents, ideas for teachers, and a list of guidelines for classroom management of children with auditory processing deficits. (180 pages)

MacArthur, C. (1994). Peers + word processing + strategies = A powerful combination for revising student writing. *TEACHING Exceptional Children, 27*(1), 24-29.

This article describes an instructional approach for improving the revising skills of elementary and secondary school students with LD that combines peer response, strategy instruction, and word processing. The strategy is designed to guide students in both the social and cognitive aspects of response and revision. To ease the physical burdens involved in revising, writing is done on a word processor.

Mannix, D. (1993). *Social skills activities for special children.* West Nyack, NY: Center for Applied Research in Education.

This book is a collection of lessons, activities, and ideas designed to help elementary school children with special needs become aware of acceptable social behavior and to help them develop proficiency in acquiring basic social skills. The book is divided into three major sections with a total of 142 individual lessons. Each lesson contains: (a) an objective that can be modified to fit specific classroom needs; (b) a rationale for why the skill is important or needed; (c) several thinking questions that students are to discuss;

Materials Available from the Learning Disabilities Association of America

The Learning Disabilities Association (LDA) offers numerous materials helpful to classroom teachers working with students with learning disabilities. These materials include:

L.D. in the high school: A method booklet for secondary special subject teachers

Learning disabilities materials guide: Secondary level

Teaching the learning disabled adolescent: Strategies and methods

How to live 'til Friday (A handbook of practical teaching strategies for use in any classroom)

Remediation of reversals

Learning disabilities: Theories, diagnosis, and teaching strategies

Beyond retention: A survival guide for regular classroom teachers

I make a difference (A curriculum guide — Building self-esteem and sensitivity in the inclusive classroom)

The address and telephone number of LDA are listed under "Publishers" on page 15.

(d) an activity page with hands-on working through of problem situations; and (e) ideas for follow-up.

Section I is about accepting rules and authority at school (understanding the teacher's role, classroom rules and responsibilities, other authority figures, and what to do when you have a problem). Section II is about relating to peers (learning and working with others, making friends, keeping friends). Section III focuses on developing positive social skills (understanding social situations correctly, developing positive personality attributes, getting along at home, and everyday etiquette). (405 pages)

McIntosh, R., Vaughn, S., & Bennerson, D. (1995, Fall). FAST social skills with a SLAM and a RAP: Providing social skills training for students with learning disabilities. *TEACHING Exceptional Children, 28*(1), 37-41.

This article presents several mnemonic devices to aid students with learning disabilities in the development of social skills, specifically problem solving and accepting and assimilating negative feedback from others. (ERIC: DB)

Meese, R.L. (1992). Adapting textbooks for children with learning disabilities in mainstreamed classrooms. *TEACHING Exceptional Children, 24*(4), 49-53.

This three page article gives many ideas for altering instructional procedures and/or teaching students with learning disabilities strategies to help themselves become more involved participants in the reading process of content area textbooks used in regular education. None of the ideas involve rewriting the text. The information is particularly useful to special educators collaborating with regular classroom teachers.

Mercer, C.D. (1992). *Students with learning disabilities.* Columbus, OH: Merrill. (ISBN = 002 380 5404)

This text offers comprehensive coverage of the field of learning disabilities and presents a balanced picture of its varying theories and practices; there is also a strong focus on how to teach and manage students with LD, written from a perspective of what the research indicates are best practices. The sixteen chapters are organized into three sections: Foundations of Learning; Assessment and Services; and Specific Learning Disabilities. Each of the chapters begins with the stated objectives of what the reader should learn from its contents. (652 pages)

Mercer, C.D., & Mercer, A.R. (1993). *Teaching students with learning problems* (4th ed.). New York, NY: Macmillan.

This book is divided into two parts. Part I addresses foundations of teaching students with learning problems: Educational programming,

including individualization; assessment and teaching, including assessing to determine what to teach and how to teach it; planning and managing instruction (e.g., classroom rules, physical and instructional arrangements, homework); choosing and developing materials; and helping students to develop appropriate social and emotional behavior.

Part II focuses on teaching academic skills. Separate chapters are devoted to examining how to assess and teach the following specific skill areas: math, language skills, reading, spelling, and handwriting and written expression. The final chapter in the book discusses the variety of issues to be addressed when teaching at the secondary level, such as programming for adolescents, instructional procedures, learning strategies, content instruction, social development instruction, and career-related instruction.

National Joint Committee on Learning Disabilities. (1993, May). Providing appropriate education for students with learning disabilities in regular education classrooms. *Journal of Learning Disabilities, 26*(5), 330-332.

This position statement of the National Joint Committee on Learning Disabilities identifies factors necessary for effective educational services for students with LD in general education classrooms; problems related to providing these services; and recommendations for action required at the state, school district, and school building level. (ERIC: JDD)

Pollock, J., & Waller, E. (1994). *Day-to-day dyslexia in the classroom*. London: Routledge. (ISBN = 0415 111 323)

This book is primarily for classroom teachers and is intended to provide specific information on dyslexia, educational intervention, and strategies so that classroom teachers, in conjunction with other school professionals and parents, will understand this disability and successfully address the special educational needs of students with dyslexia. Specific areas are discussed: speech and language processing, reading, spelling, handwriting, sequencing, orientation, numeracy, study skills, and classroom management. Many useful suggestions for working with students are provided. (171 pages)

Materials Available from the National Center for Learning Disabilities

The National Center for Learning Disabilities (NCLD) also offers numerous materials on learning disabilities, including many that will be helpful to classroom teachers working with students with LD. These materials include:

ADHD and learning disabilities: Booklet for teachers

Dyscalculia

Dysgraphia

Giftedness and learning disabilities

Issues of inclusion

Learning styles — Food for thought & 130 practical tips for teachers

Social skills/Self-esteem

Special reprint series for teachers

Technology and computer software

The self-esteem teacher

Visual and auditory processing disorders

The address and telephone number of NCLD are listed under "Publishers" on page 15.

Roberts, R., & Mather, N. (1995, Summer). Legal protections for individuals with learning disabilities: The IDEA, Section 504, and the ADA. *Learning Disabilities Research and Practice, 10*(3), 160-168.

The major purpose of this article is to acquaint school personnel, parents, and student advocates with knowledge regarding the rights and protections that students with learning disabilities have under three laws: the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Knowledge of these laws and the protections they offer to

students with LD are essential for stakeholders to have when planning appropriate services for these students. Each of the laws is discussed, differences between the laws are identified, and several pertinent court cases are described.

Scruggs, T.E., & Mastorpieri, M. (1992). *Teaching test-taking skills: Helping students show what they know.* Cambridge, MA: Brookline Books.

Techniques and guidelines for improving students' test-taking skills are presented in this book for teachers and parents. A variety of skills applicable to test-taking is presented with examples and learning strategies. (ERIC) (139 pages)

Selikowitz, M. (1993). *Dyslexia and other learning difficulties.* New York: Oxford University Press. (ISBN = 019 262 3001)

This book, authored by an Australian developmental pediatrician, is a clear and sympathetic guide on the subject of dyslexia and other learning disorders. Dr. Selikowitz deals with difficulties in traditional academic areas such as reading, spelling, and arithmetic, and tackles more subtle conditions such as clumsiness, social unease, and hyperactivity. He describes what is known about these problems, concentrating on information that is of practical relevance to parents in understanding their children's difficulties and in helping them to overcome them and improve their self-esteem. Suggestions for managing difficult behaviors are given. Controversial treatments are discussed, and the final chapter discusses life as an adult for the individual with learning disabilities. (124 pages)

Smith, C.R. (1991). *Learning disabilities: The interaction of learner, task, and setting* (2nd ed.). Boston: Allyn and Bacon.

While written primarily for undergraduate and graduate students in LD courses, this text's broad overview of the LD field will support the information needs of individuals who work with students who have learning disabilities, including adminstrators, parents, special education and general education teachers, and speech/language pathologists.

The book has five parts. Part One introduces the field of learning disabilities, including special education practices, the history of LD research, and how students of varying ages are identified as having a learning disability. Part Two discusses causes of LD, task and setting contributors, and information processing variations in learning disorders (e.g., visual-perceptual skills, motor skills). Part Three focuses on the learner, with individual chapters devoted to the preschooler, the elementary school student, the adolescent, and the adult. Part Four examines how the task influences performance. Assessment is discussed: models, methods, multidimensional approaches, and domains (e.g., intellectual, perceptual-motor, adaptive behavior). Guidance is given on planning educational interventions, including the IEP, intervention roles of various individuals, and methods of service delivery. Also discussed in this part are matching tasks to learner ability and style and instructional strategies. Part Five looks at the setting, with separate chapters devoted to home and school. (630 pages) (*Editor's note:* A third edition of this book has become available. Its ISBN = is 020 515 2279.)

Smith, S.L. (1991). *Succeeding against the odds: Strategies and insights from the learning disabled.* New York: St. Martin's Press. (Contact Putnam.)

The author — who is the founder and director of a K-12 school for students with learning disabilities — presents practical techniques and conveys inspiring stories that can help these individuals not only learn how to learn and succeed in school, but learn how to reach their full potential and succeed in life. Through the words of adults whose childhoods were significantly shaped by their problems, this book recreates the experience of the individual with a learning disability and makes their world and their struggle understandable. Specific chapters address what parents can do, what teachers can do, and what individuals with learning disabilities can do for themselves. (273 pages)

Strichart, S.S., & Mangrum III, C.T. (1993). *Teaching study strategies to students with learning disabilities.* Boston: Allyn and Bacon. (ISBN = 020 513 9922)

According to the authors, most teachers who work with students with learning disabilities quickly realize that these students have little idea what to study, when to study, or how to study (p. ix). This resource provides ready-to-use reproducibles, teaching plans,

and resources for teachers to use in middle to high school classrooms to teach students with LD how to: remember information; read and take notes from textbooks; solve math word problems; take notes from class presentations; use the library; use reference books; interpret visual arts; write a research paper; take tests; and use time. (369 pages)

Thompson, J.T. (1992). *Developing and implementing an inservice program designed to change teacher attitudes toward mainstreamed learning disabled students at the secondary level.* Ed.D. practicum report, Nova University. (ERIC Document Reproduction Service No. ED 351 811)

This practicum involved the development of an 8-month inservice training program to give teachers (N=71) at a rural high school basic information concerning the mainstreaming of students with LD as well as to influence their attitudes toward inclusion of such students in their classes. Initially, teachers were confused about the LD, EH (emotionally handicapped), and EMH (educable mentally handicapped) classifications. They had little understanding of the requirements of Public Law 94-142 (Education of the Handicapped Act), individualized education programs, classroom modifications allowed to special needs students, nor their legal responsibilities. Teachers expressed feelings of inadequacy about teaching students with LD. The inservice plan was designed to be spread over time, using parts of regular faculty meetings as well as mailbox handouts and contests. Results were positive, with gains in basic knowledge ranging from 40 to 80%. Positive attitude changes were also documented. The participating teachers also evaluated the inservice training very positively. (88 pages) (ERIC: DB)

Vaughn, S., & Schumm, J.S. (1995, May). Responsible inclusion of students with learning disabilities. *Journal of Learning Disabilities, 28*(5), 264-270.

Responsible inclusion of students with learning disabilities in regular education involves putting the student first, allowing teachers to self-select their involvement in inclusion, providing adequate resources, developing school-based inclusive models, maintaining a continuum of services, offering professional development, developing an inclusion philosophy, and refining curriculum approaches and service delivery to meet all students' needs. (ERIC: JDD)

Journals on Learning Disabilities

Journal of Learning Disabilities — Published 10 times a year by Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897. Telephone: (512) 451-3246.

Learning Disabilities: A Multidisciplinary Journal — Published two times a year by the Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234.

Learning Disability Quarterly — Published four times a year by the Council for Learning Disabilities, P.O. Box 40303, Overland Park, KS 66204. Telephone: (913) 492-8755.

Learning Disabilities Research & Practice — Published 4 times a year by Lawrence Erlbaum Associates, Inc., 10 Industrial Avenue, Mahwah, NJ 07430-2262. Subscription to this journal is included in the membership fees of the Division for Learning Disabilities, Council for Exceptional Children, which produces the journal. For membership applications, contact: Division for Learning Disabilities, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Nonmembers who wish to subscribe should contact Lawrence Erlbaum Associates, at the address above.

Their World — Published annually by the National Center for Learning Disabilities, 381 Park Avenue South, Suite 1420, New York, NY 10016. Telephone: (212) 545-7510.

Vogel, S.A. (Ed.). (1992). *Educational alternatives for students with learning disabilities.* New York: Springer-Verlag. (ISBN = 0387 97668x)

This book is written to provide teachers in preservice teacher preparation programs and in general education classrooms with knowledge about validated teaching strategies that have proven effective for children with language learning disabilities. Part I focuses on oral language intervention. Part II addresses the areas of reading, written language, and math intervention. Part III is devoted to new methodologies, such as the strategies intervention model, technology, and focusing on some of the less fre-

quently addressed needs of students with learning disabilities (e.g., social skills and intervention with gifted students who have learning disabilities). (228 pages)

Waldron, K.A. (1992). *Teaching students with learning disabilities: Strategies for success.* San Diego, CA: Singular. (ISBN = 187 910 5403)

This practical book addresses ways resource and regular education teachers of students with learning disabilities can regain control of learning and behavior in the classroom and, thus, enjoy teaching. Many of the suggestions are based upon best practices of research and teachers' daily experiences; none involve monetary expense. Chapter headings include: Meeting a Diversity of Needs; Organizing the Classroom for Success; Managing Student Behaviors; and Working with Teachers, Other Professionals, and Parents. (147 pages)

Wallach, G.P., & Butler, K.G. (Eds.). (1994). *Language learning disabilities in school-age children and adolescents: Some principles and applications.* Columbus, OH: Merrill. (ISBN = 067 522 1536)

This text exposes the reader to multiple perspectives on overlapping issues in the field of language learning disabilities. It is composed of research articles which focus on the connection between language learning and literacy and the instructional variables that make and break academic learning. The book is divided into four sections: *Part One:* Introductory Considerations, Oral Language Connections to Literacy, and the Classroom; *Part Two:* Focus on Assessment: Potential and Progress; *Part Three:* A Closer Look: Discourse Across Ages, Stages, and Language Styles and Abilities; and *Part Four:* Special Issues: Understanding the Nature of Language Disorders Across Tasks and Time. The detailed articles, combined with their extensive bibliographies, makes this text a comprehensive resource for individuals wanting to acquaint themselves with current theory and practice in the field of language learning disabilities. (428 pages)

Video Programs on Learning Disabilities

Numerous video programs are available on the subject of learning disabilities. In keeping with the theme of this bibliography, we have listed some resources that have been developed with *teachers* and *schools* in mind. Programs that address parenting issues are not listed in this bibliography but may be identified by contacting the Learning Disabilities Association of America (LDA), or the ERIC Clearinghouse on Disabilities and Gifted Education; the addresses of these organizations are listed under "Publishers" on page 15. Availability information on the programs listed below (i.e., where to obtain them) is given in their citations, with the addresses and telephone numbers of distributors provided under "Publishers" on page 15. *Always contact the distributors to verify the cost of the program and the distributor's payment policies and procedures.*

ABC's of Learning Disabilities
Video, 45 minutes

Narrated by Mary Banbury of the Special Education Department of the University of New Orleans, this film illustrates the histories of four learning disabled students with various learning difficulties. Their failures are discussed and the successful ideas implemented to assist them in dealing with their learning disabilities are described.

Available from: American Federation of Teachers

Cost: $8.00

Coping and Teaching Techniques for Parents & Teachers
Video, 75 minutes

This film shows the interesting assortment of materials and techniques found within the average home that are fun, easy to use, and relatively low in cost. Learn about materials and publications available to make learning and teaching easier.

Available from: Learning Disabilities Association

Cost: $10 for rental

Dyslexia: Diagnosis and Prognosis
Video, 26 minutes

This program provides an overview of the nature of the various disorders called dyslexia, the symptoms in preschool children and in the classroom, the nature and probable reason for dyslexics' learning disabilities, the types of diagnostic testing, and the types of learning assistance that have allowed those with dyslexia to develop their potential as human beings and use their otherwise normal (and in many cases superior) intelligence.

Available from: Films for the Humanities and Sciences

Cost: $149 (purchase); $75 (rental)

Dyslexia: Disabled or Different?
Video, 26 minutes

Difficulties in learning to read and write that qualify under the general term "dyslexia" occur in 10% of the population. This program focuses on children with LD in the public school system, how their disabilities are diagnosed, and how teachers and parents can work together to help children overcome barriers that might otherwise prevent them from realizing their potential.

Available from: Films for the Humanities and Sciences

Cost: $89.95 (purchase); $75 (rental)

Dyslexia, the Hidden Disability

This 60-minute documentary examines the history, symptoms, possible causes, and successful techniques for dealing with this widespread learning disability. Even though experts have been aware of this problem for many years and an estimated one in ten people have some form of dyslexia, most educators are not trained to recognize its symptoms or deal with the special needs of students who have dyslexia. This video is designed for teachers who feel unprepared to recognize or help such students, for parents who suspect dyslexia in their child, and for individuals who work in the field.

Thanks to the ERIC Clearinghouse

NICHCY would like to express its deep appreciation to the ***ERIC Clearinghouse on Disabilities and Gifted Education***, at the Council for Exceptional Children. The ERIC Clearinghouse has assembled, in its database VISAGE, an extensive, annotated listing of video and audio programs currently available on disabilities and disability-related issues, and has generously permitted NICHCY to reproduce the descriptions below of programs addressing LD.

Our thanks go especially to Barbara Sorenson, Janet Drill, and Bernadette Knoblaugh, whose work this represents.

Available from: Grand Rapids Community College Media Services
Cost: $35

Homework and Learning Disabilities: A Common Sense Approach
Video, 35 minutes; includes Leader's Manual and handouts

Children with LD encounter special difficulties when doing homework. Positive practical techniques offer a solution to many homework problems. This video will help: clarify responsibility between teachers, parents, and students; establish a structure and routine leading to better study habits; develop abilities and study techniques to maximize learning; and help children make the most of their strengths and abilities. This common sense approach to homework fosters cooperation between home and school, while working for the ultimate benefit of the child.

Available from: AGC Educational Media
Cost: $295 (purchase); $50 (3-day rental)

How Difficult Can This Be? Understanding Learning Disabilities Through the F.A.T. City Workshop
Video, 70 minutes, 1989

This film features a unique workshop wherein adults have the opportunity to experience learning disabilities firsthand. The frustration, anxiety, and tension that children with LD face daily are demonstrated through a series of simulations. The participants are professionals (teachers, social workers, psychologists) and parents of children with LD. Following the workshop, the participants reflect upon their reactions to the experience and how it will change the way that they deal with such children at home and in the classroom. The video comes complete with a teacher's guide.

Available from: Public Broadcasting Service
Cost: $49.95 + shipping

It Takes One to Know One
Video, 75 minutes

This video tells viewers what to look for and how to recognize LD at the earliest time. This video has good pointers for teachers evaluating a new class. Defines technical terms and puts them into everyday language for everyone to understand.

Available from: Learning Disabilities Association
Cost: $15 for rental

Learning about Learning Disabilities
Video, plus booklet, 20 minutes

The video and the viewer's guide are designed to help parents and educators understand and identify sensory processing problems associated with learning disabilities. Tactile, olfactory, auditory, and visual processing deficits are described and illustrated, as are common movement problems that may be related to sensory problems. Suggestions for referral, assessment, and intervention procedures are provided, including evaluation of the student's sensory history, clinical observation, teacher interviews, and use of standardized sensory and sensorimotor tests.

Available from: Communication Skill Builders
Cost: $69

We Can Learn: Understanding and Helping Children with Learning Disabilities
Video, 40 minutes, with accompanying guide

This five-part video series on learning disabilities is designed to help in the identification of children who may have learning disabilities and in the development of appropriate actions on their behalf. The true stories of three children are told to illustrate the challenges commonly faced by children with LD and those close to them. The following topics are addressed: (a) characteristics, indicators, and warning signs of LD; (b) benefits of early identification; (c) definitions of relevant terms; (d) the impact of learning disabilities on family, school, and community; (e) useful techniques for working with the learning disabled; (f) the purpose of a comprehensive assessment; (g) the components of a comprehensive assessment; (h) legal rights of children and youth with disabling conditions; (i) effective advocacy techniques; and (j) student placement options.

Available from: National Center for Learning Disabilities, Inc.
Cost: $39.95

LIST OF PUBLISHERS

AGC Educational Media, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201. Telephone: 1-800-421-2363.

Allyn and Bacon, Ordering Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

American Federation of Teachers, Attention: Laura Wojcik, 555 New Jersey Ave., N.W., Washington, DC 20001. Telephone: (202) 879-4458.

Blackwell, P.O. Box 20, Williston, VT 05495. Telephone: 1-800-216-2522.

Brookline Books, P.O. Box 1047, Cambridge, MA 02238. Telephone: 1-800-666-2665.

Brooks/Cole, ITP Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-347-7707.

Center for Applied Research in Education, Contact Prentice Hall Order Department, 200 Old Tappan Road, Old Tappan, NJ 07675. Telephone: 1-800-223-1360 (orders); 1-800-922-0579 (customer service).

Communication Skills Builders, Division of Psychological Corporation, P.O. Box 839954, San Antonio, TX 78283-3954. Telephone: 1-800-866-4446.

Continuum, c/o Publisher Resources, 1224 Heil Quaker Boulevard, La Verge, TN 37086. Telephone: 1-800-937-5557.

Educators Publishing Service, 31 Smith Place, Cambridge, MA 02138-1000. Telephone: 1-800-225-5750.

ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Telephone: 1-800-328-0272.

ERIC Document Reproduction Service (EDRS), CBIS Federal, Inc., 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400; (703) 440-1408 (Fax).

Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053. Telephone: 1-800-257-5126; (609) 275-1400.

Grand Rapids Community College Media Services, 143 Bostwick, N.E., Grand Rapids, MI 49503. Telephone: (616) 771-3830.

Houghton Mifflin, Box 7050, Wilmington, MA 01887. Telephone: 1-800-225-1464.

Learning Disabilities Association (LDA), 4156 Library Road, Pittsburgh, PA 15234. Telephone: (412) 341-1515.

Love Publishing, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579.

Merrill, Contact Simon and Schuster, P.O. Box 11071, Des Moines, IA 50336. Telephone: 1-800-947-7700.

National Center for Learning Disabilities, 381 Park Avenue South, Suite 1420, New York, NY 10016. Telephone: (212) 545-7510.

Oxford University Press, 2001 Evans Road, Cary, NC 27513. Telephone: 1-800-451-7556.

Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757. Telephone: (512) 451-3246.

Public Broadcasting Service, 1320 Braddock Place, Alexandria, VA 22314-1698. Telephone: 1-800-344-3337.

Putnam Publishing, 390 Murray Hill Parkway, East Rutherford, NJ 07073. Telephone: 1-800-631-8571.

Routledge, 7625 Empire Drive, Florence, KY 41042-6904. Telephone: 1-800-634-7064.

Singular Publishing, 4284 41st Street, San Diego, CA 92105. Telephone: 1-800-521-8545; (619) 521-8000.

Springer-Verlag, Attention: Order Department, 333 Meadowlands Parkway, Secaucus, NJ 07094. Telephone: 1-800-777-4643; (201) 348-4033.

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